



## NEWHAM EPS

### Newham Educational Psychology Service

#### Job Specification

Title of Job: Educational Psychologist

Grade: Soulbury Scale A points 3 – 8 (+ existing SPA points will be honoured)

Plus Inner London Allowance

Job No(s):

Directorate: Children and Young People's Service: 0-25 Integrated SEND Service

Service: Educational Psychology Service

#### **JOB DESCRIPTION:**

PERSON REPORTS TO: Principal Educational Psychologist

#### **Purpose of Job:**

To ensure the provision of a high quality Educational Psychology Service for children and young people, families, schools and other service providers as required by the Local Authority .

To work collaboratively as a member of the Educational Psychology Service and with other professional groups to ensure the co-ordinated delivery of a comprehensive support service.

To work collaboratively with partner agencies, including voluntary agencies, in order to provide coherent support for children, young people and their families.

To provide a psychological advisory/consultative service, in liaison with other colleagues in Children & Young People's Service, the wider Local Authority and other agencies, to help support children, young people, families and education provisions.

To support the further development of the Educational Psychology Traded Service

To promote, facilitate and support inclusion at a service, school, family and individual level.

As a member of the Educational Psychology Service, to contribute to the planning and development of the Service.

To provide a range of EP services to relevant divisions of the LA, schools, community multi-disciplinary teams and commissioned work.

#### **EQUAL OPPORTUNITIES:**

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

#### **POLITICALLY RESTRICTED POST:**

This post is politically restricted under the local Government and Housing Act 1989 as it meets the remuneration criteria in Section 2 (1) of the Act.

---

#### **DUTIES AND RESPONSIBILITIES:**

##### **A General**

To actively contribute to a dynamic and forward thinking EPS, demonstrating a desire to facilitate positive change.

To work with schools and other providers to develop their capacity to educate the full range of learners and to promote the emotional health of all children and young people.

To collaborate and contribute to the development of and implement appropriate change mechanisms within the Educational Psychology Service and SEND, including areas associated with traded service, as appropriate.

Using psychological knowledge, techniques and procedures, to provide a range of casework activities including consultation, problem identification and assessment, the provision of advice and a variety of intervention strategies. To link with, inform and advise Children & Young People's Services officers and other relevant agencies regarding the needs of individuals and groups of children.

To develop and facilitate training for school-based and other professionals and services as part of planned priorities.

To contribute to the development of procedures, policy and strategy to improve the outcomes for the children and young people with SEND.

To provide psychological assessments and advice as a contributor to the statutory assessment and review process required by the 1996 Education Act and Children & Families Act 2014 to work within the SEN and Disability Code of Practice. To undertake ongoing monitoring and review of the progress of individual children with special educational needs

To obtain, collate, record and advocate appropriately the views and perceptions of children, young people and their families/carers.

To take part in and contribute to service-based and LA-based training, appraisal and appropriate professional development to meet identified objectives.

To provide psychological input into the development of LA policy and practice around SEND related areas via discussion, research, dissemination and evaluation.

To communicate clearly, sensitively and accurately using spoken and written means and to appropriately use electronic media within daily practice and communication, adhering to relevant policies.

To participate in and be aware of psychological and educational research and development in order to assist innovation and evaluation in Local Authority activities.

To co-operate with the Service's performance management and development review scheme and to participate in a range of supervisory and continuing professional development activities, to ensure regular up-dating and development of knowledge and skills.

To ensure the maintenance of accurate and up-to-date casework records in relation to referred cases and to participate in service evaluation.

To promote equal opportunity policies to assist children and parents to gain access to, participate in and gain optimum benefit from mainstream education services.

To undertake other duties appropriate to the level and general nature of the duties of the post. In discharging the duties of the post, have regard to the provisions of Health and Safety legislation, the Council's Equality and Diversity policies and corporate/departmental aims, values and objectives.

### **PERSON SPECIFICATION**

All requirements listed in this specification must be (a) essential to the post and (b) assessable within the selection process.

<b><u>FACTOR</u></b>	<b><u>REQUIREMENT</u></b>	<b><u>METHOD OF ASSESSMENT</u></b>	<b><u>Essential /Desirable</u></b>
Education/ qualifications / special training	Honours Degree in Psychology Postgraduate training in Educational Psychology Eligibility for HCPC registration	Application form	E
Experience  (work or other)	Considerable experience as a trainee or qualified Educational Psychologist.	Application form/interview	E
	Successful experience of two or more years placement/employment within an Educational Psychology Service.	Application form/interview	E
	Sound school based experience in a range of educational settings.	Application form/interview	E
	Proven experience of working collaboratively and in partnership to improve outcomes for children.	Application form/interview	E

Knowledge/skills	Sound knowledge of statutory procedures and recent SEN reform legislation	Application form/interview	E
	A commitment to and understanding of inclusive education	Application form/interview	E
	Knowledge and expertise in appropriate assessment and intervention approaches	Application form/interview	E
	Experience in consultation approaches	Application form/interview	E
	The resilience and resourcefulness to work positively under pressure.	Application form/interview	E
	Effective inter-personal and communication skills (both written and oral) especially when working with children and parents	Application form/interview	E
	A reflective approach to personal learning and professional development	Application form/interview	E
Personal qualities	Ability to work in a creative and innovative way with a focus on outcomes	Application form/interview	E
	Effective interpersonal skills and sensitivity to allow working with a range of families and young people with additional needs and in vulnerable situations.	Application form/interview	E
	Ability to work effectively with the competing demands, conflicting interests and anxieties of others.	Application form/interview	E